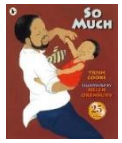
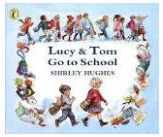
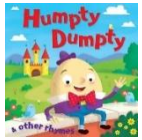
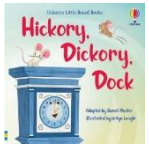
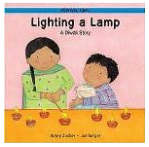
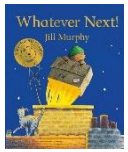
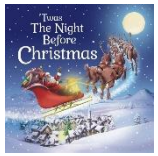
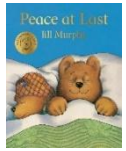
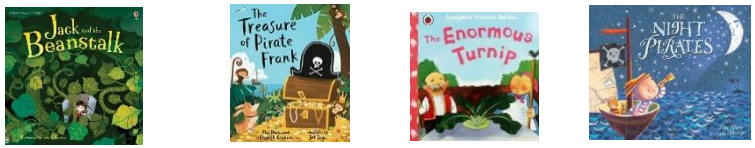
EYFS Long term Overview

Topics/Themes		
	Nursery	**Reception**
Autumn	My Family Autumn Humpty Dumpty Hickory Dickory Dock Christmas	All About Me Autumn Night time Diwali Christmas
Spring	Winter Incy Wincy Spider Little Miss Muffet Old MacDonald had a farm The Three Little Pigs Hey Diddle Diddle Spring	Winter Chinese New Year Little Red Riding Hood Spring
Summer	Stickman Lifecycles Summer/Holidays The Hungry Caterpillar	Jack and the Beanstalk The Enormous Turnip Pirates Summer

Shared Rhymes/Texts		
	Nursery	**Reception**
Autumn	   	   

Spring		
Summer		

PSED Texts				
	Nursery		**Reception**	
Autumn		Hands are not for hitting Dogger Naked Trevor Barry the fish with fingers It's ok to be different The family book The Hueys in the new jumper Forget me not, beautiful buttercup The dog and the dolphin		Hands are not for hitting Dogger Naked Trevor Barry the fish with fingers It's ok to be different The family book The Hueys in the new jumper Forget me not, beautiful buttercup The dog and the dolphin
		You Choose Red Rockets and Rainbow Jelly		You Choose Red Rockets and Rainbow Jelly
		Marvellous Me These Feelings The Weather Inside Me Ted The Tiger Tamer The Secret Adventures of Anonymouse Curly the Chameleon		Marvellous Me These Feelings The Weather Inside Me Ted The Tiger Tamer The Secret Adventures of Anonymouse Curly the Chameleon
Spring		Love Monster Don't worry, hugless Douglas The hare and the tortoise The jungle run Never talk to strangers Not everyone is nice		Love Monster Don't worry, hugless Douglas The hare and the tortoise The jungle run Never talk to strangers Not everyone is nice

		In the night garden Red Riding Hood Little Red Riding Hood story		In the night garden Red Riding Hood Little Red Riding Hood story
		Hello hello Ten Little Pirates		Hello hello Ten Little Pirates
		Ahmed's Journey Faisal's Not Himself Biyu The Brave Pea Thabo and the Trees Passing Clouds Yoshi is Different Nisha and the Tiger Francisco's Family		Ahmed's Journey Faisal's Not Himself Biyu The Brave Pea Thabo and the Trees Passing Clouds Yoshi is Different Nisha and the Tiger Francisco's Family
Summer		Frank and Teddy make friends George and Martha: the complete story of two best friends Look inside your body I wonder why kangaroos have pouches The very hungry caterpillar Tell me what it's like to be big The huge bag of worries		Frank and Teddy make friends George and Martha: the complete story of two best friends Look inside your body I wonder why kangaroos have pouches The very hungry caterpillar Tell me what it's like to be big The huge bag of worries
		Mommy, Mama and me Blue Chameleon		Mommy, Mama and me Blue Chameleon
		Zelda goes on Holiday The Monster in the Smoke Nothando's Journey Reha to the Rescue A Tiny Seed: The Story of Wangari Maathai Our Home Gokul's Game		Zelda goes on Holiday The Monster in the Smoke Nothando's Journey Reha to the Rescue A Tiny Seed: The Story of Wangari Maathai Our Home Gokul's Game

EYFS Knowledge and Skills Progression

EYFS Intent

At Mersey Park, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well as having the knowledge and skills to be ready for the key stage 1 curriculum. We provide pupils with a safe and stimulating environment that will allow them to thrive. We aim to develop curiosity and nurture children into becoming independent and resilient learners. The development of pupils oracy skills underpins all seven areas of learning and development and forms the vital foundations of for language and cognitive development.

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practise is adaptive and responsive to the needs of the pupils.

Communication and Language **(Oracy)**		**SEND**	**Nursery**	**Reception**
Listening, Attention and Understanding	Knowledge and Skills	Our ultimate goal is for children to become increasingly confident and fluent communicators demonstrating the ability to give attention, listen and understand. ➢ Listen to adults ➢ Show shared attention ➢ Maintain listening and attention skills ➢ Repeat and/or continue with a conversation ➢ Demonstrate sustained shared thinking	➢ Begin to listen to longer stories and recall some key events ➢ Begin to pay attention to more than one thing at a time ➢ Understand clear 2 step instructions ➢ Understand and answer 'why' questions ➢ Respond appropriately in simple conversation	➢ Understand the importance of listening and how to do so carefully ➢ Explore new vocabulary and show understanding my using it correctly ➢ Develop social phrases – manners, good morning, how are you? ➢ Ask questions to clarify understanding ➢ Hold a sustained conversation with peers and adults
	Vocabulary		rhymes, question, answer, conversation	question, answer, retell, sentence, conversation
	How it is covered at Mersey Park	➢ Provide areas for listening in different group sizes ➢ Use of communication aids ➢ Total communication approach ➢ Tune into children's interests to create a motivating learning	C&L is interwoven into all elements of the EYFS in each term ➢ Rich language environment ➢ Listening and engaging in story time daily ➢ Learning Nursery rhymes and Number rhymes ➢ Positive play	C&L is interwoven into all elements of the EYFS in each term ➢ Rich language environment ➢ Listening and engaging in story time and non-fiction texts

		environment to communicate and request ➢ Follow the graduated approach to explore obstacles to communication and language development		➢ Answering and asking Ws questions in whole class and guided reading sessions and PSHE ➢ Learning rhymes, poems and stories ➢ Circle time, PSHE Jigsaw, My Happy Mind and Think Equal activities ➢ Explicit teaching of new vocabulary in whole class and guided reading
Speaking	Knowledge and Skills	Our ultimate goal is for children to become increasingly confident and fluent communicators. ➢ Be able to plan and present their thoughts to others ➢ Access a curriculum by being able to use both expressive and receptive language ➢ Listen attentively to adults ➢ Demonstrate a range of age appropriate vocabulary ➢ Demonstrate sustained shared thinking	➢ Retell familiar Nursery and Number rhymes ➢ Speak in longer sentences (4 to 6 words) ➢ Start a conversation and take turns speaking and listening ➢ Use talk to organise their play	➢ Speak in well-formed sentences ➢ Ask questions using who, what, where, when, why and how ➢ Use taught vocabulary when speaking ➢ Use a growing range of conjunctions in speech to connect ideas (because, but, so) ➢ Develop use of tenses ➢ Describe events with growing detail (may include use sequencing words) ➢ Retell familiar stories ➢ Use talk to explain their thinking and offer explanations
	Vocabulary		Retell, rhymes, turn-taking, conversations	Retell, question, sentence, tense
	How it is covered at Mersey Park	➢ Use of communication aids ➢ Total communication approach ➢ Tune into children's interests to create a motivating learning environment to communicate and request ➢ Staff model non-verbal and verbal communication at appropriate level for the child ➢ Provide areas for talking in different group sizes ➢ Assess level of need accurately using Wellcomm ➢ Access Speech and Language therapy ➢ Follow the graduated approach to explore obstacles to communication and language development	C&L is interwoven into all elements of the EYFS in each term ➢ Rich language environment ➢ Listening and engaging in story time daily ➢ Learning Nursery rhymes and Number rhymes ➢ Positive play	C&L is interwoven into all elements of the EYFS in each term ➢ Rich language environment ➢ Listening and engaging in story time and non-fiction texts ➢ Answering and asking Ws questions in whole class and guided reading sessions and PSHE ➢ Learning rhymes, poems and stories ➢ Circle time, PSHE Jigsaw, My Happy Mind and Think Equal activities ➢ Explicit teaching of new vocabulary in whole class and guided reading

Personal, Social and Emotional Development		**SEND**	**Nursery**	**Reception**
Self-Regulation	Knowledge and Skills	➢ Be able to have a sense of self so that they can develop interaction and self-regulation skills ➢ Develop awareness of another child and use them a source of knowledge ➢ Begin to interpret behaviours of others as they reflect on their own ➢ Know that their actions can impact upon their social and learning experiences ➢ Be able to adapt their social communication and interaction skills to accommodate another	➢ Follow 2 step instructions ➢ Show focus on a member of staff for a short period of time	➢ View themselves as a valuable individual recognising their strengths ➢ Begin to moderate their feelings in social situations ➢ Tolerate delay and show patience for a short period of time ➢ Follow instructions with more than 2 steps ➢ Give focused attention to a staff member managing simple distractions
	Vocabulary		instruction, attention	instruction, strengths, qualities, attention, distraction
	How it is covered at Mersey Park	➢ Total communication approach ➢ Tune into children's interest to create a motivating learning environment to interact, communicate and request ➢ Staff model individual social play at appropriate level ➢ Use continuous provision to tune into children's interest to extend their cognition/thinking ➢ Staff scaffold children's social play by increasing social tolerance of others ➢ Staff get into play and model social play behaviours	PSED is interwoven into all elements of the EYFS in each term ➢ Jigsaw sessions - learning about ourselves and our feelings ➢ Dialogic stories ➢ Circle time ➢ My Happy Mind sessions including 'Calm me' time ➢ Think Equal – celebrating difference and diversity	PSED is interwoven into all elements of the EYFS in each term ➢ Jigsaw sessions - learning about ourselves and our feelings ➢ Dialogic stories ➢ Circle time ➢ My Happy Mind sessions including 'Calm me' time ➢ Think Equal – celebrating difference and diversity
Managing Self	Knowledge and Skills	➢ Self-regulate to enable learning to continue ➢ Manage frustration effectively with support to remove emotional obstacles to	➢ Select and choose resources to help them reach a goal ➢ Increasingly follow rules ➢ Develop appropriate ways of being assertive (Stop, I don't like it.)	➢ Express their feelings and develop respect and awareness of the feeling of others ➢ Show growing confidence in trying new activities ➢ Show resilience when faced with a challenge

		learning and tackle challenge in their play ➢ Show resilience ➢ Interact effectively with an adult to develop their sense of security	➢ Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared	➢ Manage their own needs (washing their hands, dressing, toileting, making good food choices) ➢ Explain the reason for rules and actively try to meet them
	Vocabulary		rules, voice, feelings – happy, sad, worried, angry, tired, scared	respect, rules, perseverance, resilience, hygiene, feelings, independent
	How it is covered at Mersey Park		PSED is interwoven into all elements of the EYFS in each term ➢ Jigsaw sessions - learning about ourselves and our feelings ➢ Dialogic stories ➢ Circle time ➢ My Happy Mind sessions including 'Calm me' time ➢ Think Equal – celebrating difference and diversity	PSED is interwoven into all elements of the EYFS in each term ➢ Jigsaw sessions - learning about ourselves and our feelings ➢ Dialogic stories ➢ Circle time ➢ My Happy Mind sessions including 'Calm me' time ➢ Think Equal – celebrating difference and diversity
Building Relationships	Knowledge and Skills	➢ Respond to their emotions by using another person ➢ Notice when the emotion has changed ➢ Develop emotional regulation through another ➢ Notice emotions in another person and be able to respond appropriately ➢ Learn that emotions can be described through words and that language can be used to communicate feelings enabling self- regulation ➢ Use language to ask another person how they are feeling being able to relate to their feeling	➢ Become more confident with others in social situations ➢ Play with one or more children extending and contributing to the play ➢ Begin to find simple resolutions to problems (take turns being the main character in a role play) Begin to grasp how someone else might feel	➢ Build constructive and respectful relationships with adults and peers ➢ Consider the perspectives of other people ➢ Work and play cooperatively ➢ Show growing sensitivity to the needs of others Form positive attachments
	Vocabulary		problems, feelings, confidence	Relationships, problems, cooperative, sensitive,

	How it is covered at Mersey Park	➢ Total communication approach ➢ Tune into children's interest to create a motivating learning environment to develop emotional awareness ➢ Staff respond appropriately to emotions to develops child's multiple attachments, trust and emotional awareness ➢ Use continuous provision to tune into children's interest to extend their cognition/thinking ➢ Staff sabotage play to increase social challenge ➢ Follow the graduated approach to explore obstacles to play development ➢ Use appropriate assessment materials e.g. Venturing into play	PSED is interwoven into all elements of the EYFS in each term ➢ Jigsaw sessions - Celebrating Differences and Building Relationships ➢ Dialogic stories ➢ Circle time ➢ Positive play ➢ Planned opportunities for collaborative learning in Continuous Provision ➢ Think Equal – celebrating difference and diversity ➢ My Happy Mind sessions	PSED is interwoven into all elements of the EYFS in each term ➢ Jigsaw sessions - Celebrating Differences and Building Relationships ➢ Dialogic stories ➢ Circle time ➢ Positive play ➢ Planned opportunities for collaborative learning in Continuous Provision ➢ Think Equal – celebrating difference and diversity ➢ My Happy Mind sessions
Physical Development		**SEND**	**Nursery**	**Reception**
Gross Motor Skills	Knowledge and Skills	➢ Maintain a comfortable sitting position when engaging in adult led/group activities ➢ Control gross motor skills to ensure balance, co-ordination and body position ➢ Link their body movements with their thoughts and intentions for prolonged periods of time	➢ Show control over the body to quickly stop and start movements such as walking, crawling and running ➢ Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult ➢ Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam ➢ Work with others to move objects safely such as wooden plank ➢ Use alternate feet to climb up apparatus or stairs ➢ Change direction on trike ➢ Demonstrate control on a balance bike using alternate feet and be able to change direction ➢ Hold a position (balance) during games such as on one leg	➢ Become more confident and precise in the following movements and begin to combine them: - **Walking** – travelling confidently in different directions including backwards **Running** – showing an understanding of how to increase speed and slow speed down **Crawling** – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl **Jumping** - showing control when landing on two feet. Beginning to swing arms to jump further **Skipping** – showing coordination to move with increasing speed **Climbing** – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall ➢ Negotiate space and obstacles safely ➢ Demonstrate good balance

			Travel by hopping	➢ Begin to understand the effects exercise can have on the body ➢ Show good posture when sitting at a table ➢ Throw and catch the same object ➢ Throw balls, beanbags at targets ➢ Roll and pass balls to a partner showing good aim and the ability to stop a ball ➢ Begin to ride a two-wheel bike with stabilisers
	Vocabulary		walk, hop, crawl, travel, stop, start, balance, turn, direction	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination
	How it is covered at Mersey Park	➢ Staff tune into children's interests to create a motivating physical learning environment to develop gross motor skills ➢ Total Communication Approach ➢ Staff model skills for the children to observe and practise ➢ Staff use continuous provision to tune into children's interest to extend their physical development, independence and self-help skills	**Autumn** ➢ Explore moving our bodies in different ways – skipping, crawling hopping, jumping, and landing on two feet ➢ Move their body to music, showing control when to stop and start ➢ Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult **Spring** ➢ Safely move equipment ➢ Stop and start on a tricycle ➢ Explore using a balance bike with alternative feet, steering around a simple route ➢ Gain confidence using alternate feet on a balance bike ➢ Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam. Move across obstacles on the Adventure Playground **Summer** ➢ Begin to explore space, recognising the position of their body in relation to others ➢ Compete in simple races – running at speed, following instructions to complete an obstacle course ➢ Begin to roll and stop a ball	**Autumn** ➢ Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping ➢ Roll and stop balls ➢ Begin to throw and catch the same object (bibs, bean bags, then balls) **Spring** ➢ Demonstrate good balance when travelling under, across and over objects ➢ Jump from equipment landing safely on two feet ➢ Combine movements to music ➢ Throw objects at targets with increasing accuracy **Summer** ➢ Develop speed when running ➢ Show control over a ball when using their feet. Pass a ball to a partner ➢ Develop jumping technique to jump further

Fine Motor Skills	Knowledge and Skills	Control fine motor skills to develop age appropriate pencil and tool grips	➢ Use one-handed tools such as paintbrushes, pencils and scissors ➢ Make snips in paper using scissors ➢ Snips paper moving scissors forwards ➢ Begins to cut in a line holding the paper with their non-dominant hand ➢ Show a preference for a dominant hand ➢ Progress towards holding a pencil with a modified tripod grip to show increasing control ➢ Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers ➢ Begin to use a knife and fork	➢ Show growing competence using a range of tool safely and confidently: - Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines Cutlery – use both knife and fork simultaneously Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines ➢ Use the tripod grip to hold a pencil for writing ➢ Show increasing accuracy when forming letters ➢ Demonstrate increasing accuracy and care when drawing to create identifiable representations
	Vocabulary		snip, cut, turn, grip, control	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation,
	How it is covered at Mersey Park	Staff tune into children's interests to create a motivating physical learning environment to develop fine motor skills Total communication Approach Staff model skills for the children to observe and practise Staff use continuous provision to tune into children's interest to extend their physical development, independence and self-help skills	Fine Motor skills are developed daily through various activities available to the children in continuous provision. Such activities include; playdough, puzzles, threading, small world, loose part, block play and construction. The workshop area also enables the children to practise their use of scissors and other one-handed tools.	Fine Motor skills are developed daily through various activities available to the children in continuous provision. Such activities include; playdough, puzzles, threading, small world, loose part, block play and construction. The workshop area also enables the children to practise their use of scissors and other one-handed tools. Children participate in targeted fine motor activities during daily linked provision. These activities include letter formation (supporting development of pencil grip and accuracy of letter formation), scissor control, threading, pegboards and puzzles.
Literacy		**SEND**	**Nursery**	**Reception**
Comprehension	Knowledge and Skills		➢ Engage in conversations about stories they have listened to – express simple likes and dislikes ➢ Retrieve answers from a story answering what and who questions ➢ Learn new vocabulary linked to stories, rhymes, non-fiction and poems ➢ Join in with repeated refrains in familiar stories	➢ Retell key events in familiar stories Answer who, what, where, when and why questions about familiar stories ➢ Identify the characters in stories – heroes, villains ➢ Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play ➢ Begin to make simple predictions about what might happen next in stories ➢ Begin to sequence key events in stories

	Vocabulary		story question, answer, character	character, retell, beginning, middle, end, fiction, non-fiction
	How it is covered at Mersey Park		Daily story sessions in Nursery. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision **Autumn** Join in with Nursery Rhymes and repeated refrains in shared familiar stories Express simple likes about a shared story **Spring** Answer who and what questions linked to Nursery Rhymes and shared stories Express simple likes and dislikes about a shared story **Summer** Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story Use new vocabulary in their play and in conversations	Comprehension questions linked to the text read are shared during daily story time and guided reading sessions Pupils have the opportunity to retell focus stories through role play and small world play. **Autumn** Fiction and non-fiction texts in whole class and guided reading **Spring** Increasingly complexed fiction and non-fiction texts in whole class and guided reading **Summer** Increasingly complexed fiction and non-fiction texts in whole class and guided reading
Word Reading	Knowledge and Skills		Listen carefully and discriminate between sounds Recognise that print has meaning and that it can be used for different purposes ➢ Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order ➢ Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word , recognise words with the same initial sound, such as cat and cup	Know the sounds for individual letters Blend sounds in words to read short words containing taught GPCs ➢ Recognise taught digraphs and trigraphs from Little Wandle Revised Phonics scheme. ➢ Read short words containing known letter-sound correspondences ➢ Read common exception words linked to Little Wandle Revised Phonics scheme ➢ Read aloud simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
	Vocabulary		sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,

	How it is covered at Mersey Park		**Autumn** ➢ Phase 1 activities – developing listening and attention skills. Focus on sound discrimination ➢ Rhymes and stories – discriminate between sounds ➢ Develop book handling skills **Spring** ➢ Introduce Set 1 sounds ➢ Rhymes and stories – clap syllables and spot and suggest rhymes **Summer** ➢ Introduce Set 1 sounds. ➢ Begin to identify initial sounds ➢ Develop oral blending skills	➢ Daily Little Wandle Revised Phonics sessions. ➢ Three Reading Practice sessions (decodable depending on phonic knowledge acquired). ➢ Reading Practice books and Phonics keyring sent home weekly for further practice. **Autumn** s a t p i n m d g o c k ck e u r h b l ff ll ss v w x y z zz qu ch sh th ng nk words with 's' added at the end (hats) Words with s (z) added at the end (bags, his) <u>Tricky words</u> – Is, I, the, put, pull, full, as, and, has, his, her, go, no, into, she, push, he, of, we, me, be **Spring** ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Double letters Longer words Words with two or more digraphs Words ending in –ing Compounds words Words with s (z) in the middle or end Words with –es (z) at the end <u>Tricky words</u> – was, you, they, my, by, all, are, sure, pure **Summer** Short vowels with adjacent consonants CCVC CCVCC CCCVC CCCVCC Compound words Words ending in suffixes: -ing, -ed(t), –ed(id) (ed), -ed(d), -er, -est Tricky words – said, so, have, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Writing	Knowledge and Skills		➢ Ascribe meaning to marks ➢ Make marks freely during play ➢ Form different movements using fine-motor skills – straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements ➢ Begin to form recognisable letters ➢ Learn to write their name	➢ Form lower-case and capital letters correctly ➢ Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters ➢ Write short sentences with words with known GPCs using a capital letter and full stop ➢ Write short phrases and sentences that can be read by others ➢ Begin to re-read what they have written to check that it makes sense.

	Vocabulary		straight lines, diagonal lines, circles, spirals, around, up, down	Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, letter, word, phrase, sentence
	How it is covered at Mersey Park		➢ Mark making activities available daily in Continuous Provision ➢ Daily name writing practise ➢ Various activities to develop core, upper body and arm strength ➢ Fine motor control activities such as puzzles, threading, construction play to develop pencil grip **Autumn** ➢ Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines **Spring** ➢ Specific letter formation taught using Little Wandle mnemonics and patter ➢ Ascribe meaning to marks in play **Summer** ➢ Specific letter formation taught using Little Wandle mnemonics and patter ➢ Writing opportunities linked to focus texts ➢ Oral segmenting – listening for initial and end sounds in words ➢ Ascribe meaning to marks ➢ Begin to make recognisable letter shapes linked to the sounds they can hear	➢ Adult-led writing activities ➢ Writing opportunities in Linked and Continuous Provision ➢ Daily name writing practise **Autumn** ➢ Practise oral segmenting during Phonics and adult-led writing sessions ➢ Use Little Wandle Revised grapheme mats to link sounds to letter shapes ➢ Hear, say and represent initial sounds in words ➢ Begin to break the flow of speech into words ➢ Write lists, speech bubbles, greeting cards and simple factual sentences **Spring** ➢ Continue to practise oral segmenting during Phonics and adult-led writing sessions ➢ Use Little Wandle Revised grapheme mats to link sounds to letter shapes ➢ Hear, say and represent initial, medial and end sounds in words ➢ Continue to develop the ability to break the flow of speech into words ➢ Write lists, speech bubbles, greeting cards and simple factual sentences ➢ Develop formation of capital and lowercase letters **Summer** ➢ Continue to practise oral segmenting during Phonics and adult-led writing sessions ➢ Use Little Wandle Revised grapheme mats to link sounds to letter shapes ➢ Hear, say and represent initial, medial and end sounds in words ➢ Continue to develop the ability to break the flow of speech into words ➢ Spell some common exception words ➢ Write messages, instructions, labels, simple and more complexed factual sentences

				➢ Use capital letters and full stops ➢ Begin to extend sentences using 'and' ➢ Develop formation of capital and lowercase letters
Mathematics		**SEND**	**Nursery**	**Reception**
Number	Knowledge and Skills		➢ Develop fast recognition of up to 3 objects, without having to count them individually (subitising) ➢ Count accurately beyond 5 ➢ Touch-count accurately within 5 ➢ Know that the last number reached when counting a small set of objects tells you how many there are in total ➢ Represent numbers on fingers up to 5 ➢ Links numerals to amounts within 5 ➢ Solve real-world problems with numbers to 5 ➢ Compare quantities using 'more than', 'less than' ➢ Explore representing numbers through marks as well as numerals	➢ Count objects, actions and sounds ➢ Subitise to 5 and extend to 10 ➢ Link numerals to their cardinal value ➢ Accurately count beyond 10 ➢ Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'. ➢ Find one more and one less than a given number within 10 ➢ Explore the composition of numbers to 10 ➢ Recall number bonds to 5 (including subtractions facts) ➢ Recall most number Bonds to 10 ➢ Recall doubles to double 5
	Vocabulary		count, number, more than, less than, total, altogether	Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond
	How it is covered at Mersey Park		**Autumn** ➢ Develop fast recognition of up to 3 objects ➢ Recognise numbers to 3 in different pictorial representations ➢ Count accurately to 5 ➢ Touch count 3 objects accurately including counting out from a larger group ➢ Link numerals to amounts to 3 **Spring** ➢ Develop fast recognition of up to 5 objects ➢ Recognise numbers to 5 in different pictorial representations ➢ Count accurately to 10 ➢ Touch count 5 objects accurately including counting out from a larger group ➢ Link numerals to amounts to 5 ➢ Represent numbers to 5 with fingers	**Autumn** ➢ Number (Place value within 5) ➢ Number (Addition and Subtraction within 5) **Spring** ➢ Number (Place value within 10) ➢ Number (Addition and Subtraction within 10) **Summer** ➢ Number (Addition and Subtraction within 10) ➢ Number (Place value within 20) ➢ Number (Multiplication and Division)

			➢ Compare two quantities within 5 recognising which has more and which has less **Summer** ➢ Solve real world problems using numbers to 5 ➢ Begin to represent numbers to 5 with pictorial representations and fingers ➢ Use key language – total, altogether when combining amounts within 5	
Shape, space and measure (Non statutory)	Knowledge and Skills		➢ Understand key words that can describe their position – prepositions (off, up, down, under, above, besides) ➢ Describe a short, familiar route using positional language ➢ Extend and create ABAB patterns ➢ Use some sequencing language to describe an event 'first, 'next', 'last' ➢ Combine shapes to create new ones – a rectangle and a semicircle to create an arch ➢ Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items ➢ Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle ➢ Know how many corners they have ➢ Recognise that 3D shapes are solid	➢ Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined ➢ Compose and decompose shapes ➢ Discuss the properties of common 2D shapes – circle, triangle, square, rectangle, pentagon, semi-circle ➢ Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder ➢ Continue, copy and recreate patterns with different rules (ABAB,ABBA, AABB, ABBC) ➢ Compare length, weight and capacity using ley language. ➢ Order 4 or more objects by length, weight or capacity
	Vocabulary		off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest, heaviest, lightest, empty, full	Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices
	How it is covered at Mersey Park		**Autumn** ➢ Explore shapes through play and combine shapes to make new shapes ➢ Explore length and compare two objects using key language **Spring** ➢ 2D shapes and their properties. Explore combining shapes to make new shapes ➢ Explore repeating patterns	**Autumn** ➢ Geometry (Shape) **Spring** ➢ Measure (Length, height, distance, weight) ➢ Geometry (Shape) **Summer** ➢ Geometry (Shape)

			Summer ➢ Capacity – empty and full ➢ Weight – heaviest and lightest ➢ Using prepositional language ➢ Describe a familiar route	➢ Measure (Volume and Capacity)
Understanding the World		**SEND**	**Nursery**	**Reception**
Past and Present	Knowledge and Skills		➢ Begin to make sense of their own life-story and family history	➢ Talk about the lives of the people around them and their roles in society ➢ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ➢ Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Vocabulary		family, change, grow, baby, toddler, child, adult	past, present, change, time, timeline
	How it is covered at Mersey Park		**Autumn** ➢ All about me – discuss the notion of growing up. Their immediate family and their role in their family **Spring** ➢ Family stories. Share past experiences ➢ Our class timeline will begin to help the children make sense of the passing of time **Summer** ➢ Look how I've grown – explore change over time	**Autumn** ➢ Family photographs – Children will talk about their immediate family developing more awareness of how people change over time ➢ St.Catherine's Church visit – Comparing features of the old building to more recently built building such as the hospital ➢ Harvest – Comparing harvesting machinery/tools used now and in the past ➢ When reading 'Whatever Next', learn about Neil Armstrong **Spring** ➢ Traditional tale stories such as Little Red Riding Hood – Looking at how homes were different in the past **Summer** ➢ Learn about the roles of people in their lives and in the local area. Compare some roles with the same roles in the past using stories and pictures. ➢ Look at features of castles – linked to Jack and the beanstalk

People, Culture and Communities	Knowledge and Skills		➢ Show an interest in different occupations and recognise people who can help them – emergency services etc. ➢ Continue to develop positive attitudes about the differences between people ➢ Know that there are different countries in the world and talk about differences they have seen or experienced	➢ Name and describe people who are familiar to them ➢ Draw information from a simple map. Use a simple key and add features to a map ➢ Understand that some places are special to members of the community ➢ Recognise that people have different beliefs and celebrate special times in different ways
	Vocabulary		jobs, differences, similarities, country, world, land, sea	Similar, different, country, world, map, religion, belief, community, celebration, family
	How it is covered at Mersey Park		**Autumn** ➢ Through getting to know their peers and staff the children will begin to develop an understanding of similarities and differences between individuals and families. Children make reference to their class book and display about their families. **Spring** ➢ A focus on traditional tales and our school community will provide contexts to explore differences and similarities. ➢ Children explore the outdoor classroom, finding out what lives there e.g spiders ➢ Exploring which animals live on a farm ➢ Look at different occupations within our school and visit people in their place of work ➢ Model how to obtain information through the asking of questions. ➢ Children will looks at their own homes and compare to different types of homes during the Three Little Pigs topic **Summer** ➢ Through the theme 'Mersey Bear goes on holiday children will think about clothing for different climates ➢ Look at photographs of where Mersey Bear is and begin to develop an understanding that there are different countries in the world.	**Autumn** ➢ Visit St Catherine's Church – Learn about its purpose as a place of worship for the local community ➢ Look at local landmarks such as St Catherines's hospital, local shops, crossing patrol and the village hall. ➢ Harvest and how it is celebrated by different people (Sukkot, Vaisakhi, Zakkah, harvest festival). ➢ Diwali celebration – Finding out that people have different beliefs and celebrate special times in different ways ➢ Winter – Finding out about parts of the world which are always cold, such as The North and South **Spring** ➢ Climate – Clothing for hot/cold climates ➢ Winter theme – watch videos and look at photographs of cold parts of the world such as the North and South pole, finding out about the animals and people who live there and explorers who have visited these places. ➢ Introduce the children to a Globe and Atlas ➢ Explore the Islamic festival of Ramadan and the festival of Eid which follows. Find out about why it is an important time to Muslims all over the world. ➢ **Summer** ➢ Pirate theme - look at environments which are different to the one in which the children live, modelling the vocabulary needed to name features of the natural world

			➢ Create a book about Mersey Bear's holiday for the children to look at and ask questions about.	➢ Draw a map of the island where the pirates live, naming specific natural and man-made features, for example, volcano, mountains, river. ➢ Visit to Birkenhead Park and the gardens at St. Catherine's church - learning how to care for our environment and talking about some important people in our community who help us to do this.
The Natural World	Knowledge and Skills		➢ Use their senses to practically explore natural materials ➢ Explore collections of materials with similar or different properties ➢ Talk about changes to materials ➢ Plant seeds and take care of plants ➢ Understand the key features in the life cycle of a plant and an animal ➢ Recognise the need to care for the natural world ➢ Explore and talk about different forces	➢ Recognise some similarities and differences between life in this country and life in other countries. ➢ Explore the natural world around them. ➢ Use their senses to describe the natural world around them ➢ Recognise some environments that are different to the one we live in ➢ Understand the effect of the changing seasons on the world around them
	Vocabulary		Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze	Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt
	How it is covered at Mersey Park		**Autumn** ➢ Explore the natural environment in outdoor area. Use equipment e.g. magnifying glasses to encourage the children to investigate and become inquisitive about the world around them. ➢ We will plant bulbs in our outdoor area and care for the plants in our classroom. ➢ Children will learn where eggs come from **Spring** ➢ Explore the seasonal changes of Winter ➢ Explore, frost, ice and snow through hands on experience ➢ Observe changes in the natural world during Spring – buds, shoots, spring flowers **Summer** ➢ First-hand experience of life cycles - tadpoles and caterpillars ➢ Learn about the importance of respecting and caring for all living things	**Autumn** ➢ Harvest time about where and how different crops grow and how they are harvested and transported. ➢ Plant bulbs and observe them changing **Spring** ➢ Explore the seasonal changes of Winter ➢ Explore, frost, ice and snow through hands on experience ➢ Observe changes in the natural world during Spring – buds, shoots, spring flowers **Summer** ➢ Plant fruit and vegetables, care for them and observe how they grow ➢ Learn about sun safety and activities that can be enjoyed depending on the season and weather. ➢ Continue to care for our plants and observe how they are changing.

			➢ Looking at bugs that live in our garden observing them closely using a magnifying glass	
Expressive Arts and Design		**SEND**	**Nursery**	**Reception**
Creating with materials	Knowledge and Skills		➢ Join different materials together using tape and glue, paperclips, fasteners etc. ➢ Make choices about which materials to use when creating ➢ Create closed shapes with continuous lines when drawing to represent objects ➢ Begin to include details on their drawings – e.g. an enclosed circle for a face with an attempt at features ➢ Represent feelings, noises, movements through drawing ➢ Explore colour mixing with paint	➢ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ➢ Share their creation and explain the process they have used ➢ Make use of props and materials when role playing characters in narratives and stories. ➢ Begin to refine techniques to express their ideas and feelings ➢ Create collaboratively to share ideas and skills
	Vocabulary		Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag Bend, Clay, Chop, Collage, Cut, Flatten, Join, Pinch, Plan, Poke, Sculpture, Silky, Slimy, Slippery, Squash, Squelchy, Sticky, Stretch, Twist, Collage, Create, Cut, Dab, Design, Dot, Flick, Glistening, Glossy, Rip, Shiny, Silky, Slimy, Slippery, Splat, Splatter, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe Bend, Crease, Cut, Design, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap	
	How it is covered at Mersey Park		Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials. **Autumn** ➢ Workshop area - Children will learn how to join materials using masking tape, PVA glue, sellotape and glue sticks ➢ Creative/painting area - children will develop their drawing and painting skills ➢ Begin to create closed shapes with continuous lines e.g. painting and drawing faces **Spring**	Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus themes and texts. Children are taught to combine materials and explore attaching them in different ways to solve a problem. **Autumn** ➢ Children will have opportunities to explore and mix colours. They will create skin tones for a self-portrait and mix red and yellow to make orange, to paint a pumpkin. **Spring**

			➢ Develop drawing using lines to enclose e.g. pigs face ➢ Begin to give meaning to what they have drawn ➢ Use mirrors to show our facial expressions and create observational drawing **Summer** ➢ Develop joining skills through making bug masks using different media and materials. ➢ Draw, paint and collage butterflies ➢ Experiment with printing symmetrical butterflies ➢ Opportunities for colour mixing - exploring and refining their colour mixing skills ➢ Matisse's painting 'The Snail' and talk about features of it. The children will create their own snail art work using similar techniques.	➢ Further opportunities to develop colour-mixing techniques will be provided, enabling children to match the colours they see and want to represent ➢ Make a belt for the Woodcutter to carry his tools ➢ Make a basket for LRRH to carry to Grandma's cottage. ➢ Teach the children a variety of techniques for joining materials, including using different types of tape and glue. **Summer** ➢ Make masks using different media and materials, adapting and changing as needed. ➢ Mix paint to create own paintings of Pirates, experimenting with how to make specific colours. Add detail to painting using oil pastels and collage materials. ➢ Make Pirate maps, telescopes, hats and belts.
Being Imaginative and Expressive	Knowledge and Skills		➢ Take part in pretend play imagining objects are other things from their experiences ➢ Begin to make their own small worlds to act out storylines ➢ Listen with increasing attention ➢ Respond to what they hear expressing simple feelings and thoughts ➢ Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc. ➢ Sing to match the pitch and tone of another person ➢ Create their own songs or improvise around a song they know ➢ Play instruments to express their feelings and ideas	➢ Invent, adapt and recount narratives and stories with peers and their teacher ➢ Sing a range of well-known nursery rhymes and songs ➢ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music ➢ Listen attentively to music and move their body to express their response ➢ Express their feelings about dance and performance art ➢ Sing in a group or on their own, increasingly matching the pitch and following the melody ➢ Develop storylines in play ➢ Compose music and dance both alone and in a group
	Vocabulary		voice, voice sounds, sound, middle, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, fast, quickly, slowly, loudly, quietly, nature sounds, environmental sounds, actions, action songs, sign language, deaf, whistle, communication, , composer, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, drum, piece, perform, medium, slow, dance , high, low, sound, triangle, cello, performance, audience	music, dance, tempo, move, traditional, harp, flute, trumpet, cymbals, tambourine, call, response, drum, rhythm, beat, instrument, sleigh bells, actions, action songs, voice sounds, body percussion, classical music, pitch, high, low, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, instrument, song, actions, percussion, compose, perform, performance, fast, slow, speed, symbols, slower, faster, stopping, journey, score, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, strings, orchestra, sound, rhythm, conductor, wind, percussion, brass

	How it is covered at Mersey Park		**Autumn** ➢ Small world and role play – children begin to learn how to be imaginative, taking on different roles ➢ Begin to understand that an object can represent whatever they choose it to be. ➢ Daily opportunities for singing and exploring instruments **Spring** ➢ Role play area linked to traditional tales. Begin to take on the role of different characters from familiar stories ➢ Block play and construction kits - children will begin to make imaginative and increasingly complex small story worlds, for example, a bridge for the Billy Goats Gruff and a safe, brick house for the 3 little pigs. **Summer** ➢ Role play opportunities including different occupations e.g. the school secretary, the school cook, police officers, firefighters, doctors, nurses, and vets ➢ Develop their repertoire of songs and begin to create their own songs, sometimes improvised around one they know.	**Autumn** ➢ Through role play and small world enhancements which link to stories shared, children will develop storylines in their play. ➢ Learn new songs and rhymes. ➢ Indian dancing **Summer** ➢ Role play the story of Jack and the Beanstalk, developing use of story language.